

MEMORANDUM FOR: Executive Officer/DDS

SUBJECT : Mr. Colby's Revision of OTR's papers on:

- (a) Use of Training in Personnel Management and Development
- (b) Organizational Support of Training

Per our telephonic discussion on 8 December, these are the changes Mr. Colby made in the two documents noted above:

- (a) On the first page of the first document, he condensed the first two paragraphs by eliminating references to agents for implementing the Training Program and to the Personnel Development Program (PDP).
- (b) In the same document under Categories of Training, paragraph 6, he changed the definition of "world" languages to mean those which would be useful on several different assignments during a career; he specified these as being French, Spanish, German, Russian, and Chinese.
- (c) In the second document under paragraph A, he charged the Board of Visitors not with examining the need for a Branch Chief's Course, but rather specified that the Board make recommendation with respect to the content and attendance of such a course.
- (d) Under paragraph B, he added that waivers to "first line" supervisors' taking the Managerial Grid and Fundamentals of Supervision and Management require approval of the Executive Director. The problem here is that we do not yet have a precise definition of the term "first line" supervisors.

USE OF TRAINING IN PERSONNEL MANAGEMENT AND DEVELOPMENT

This document has been compiled for implementation of the comprehensive personnel management program prescribed by the Executive Director-Comptroller and the Deputy Directors. It provides personnel planners with succinct, systematic guidance about training opportunities appropriate for the development of Agency personnel, from time of initial employment to the senior stages of their careers.

It is recommended that each Deputy Director develop long-term career training profiles or models for each major group of functional specialists within his jurisdiction while at the same time identifying and developing future managers on a planned basis. In doing so, the following six categories of training should be reviewed most carefully to assure that training which is undertaken to satisfy immediate functional needs takes place within the context of long-term career planning and organizational development.

A. Categories of Training

1. The Core Program of Courses: a group of six courses around which all other training should be planned; their purpose is to provide officers with background, perspective, and updating as part of their professional growth. Designed for officers of all Directorates and Independent Offices, these courses focus on Agency activities, problems, and managerial factors; the intelligence community; U. S. foreign policy; international and domestic matters affecting foreign policy and intelligence activities. Brief descriptions of these courses and the points in an officer's career at which they should be taken are provided in Appendix B.

2. General Skills Training: courses offered primarily by the Office of Training to train personnel in skills susceptible of application throughout the Agency; to be taken whenever a specific skill is required by a particular assignment, they include courses in supervisory, managerial, communication, information science, clerical, and other skills transcending the needs of one Directorate or component.

3. Special Skills Training: courses offered by the Office of Training which relate to skills ordinarily required by personnel assigned functions

*this review
contains the review
of [unclear] by [unclear]
(Mr. Cully)*

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within a particular Directorate or field of expertise; they include, for example, training courses in collection, support, and production of intelligence.

4. Component Training: specialized programs or courses offered by specific components, ordinarily for their own personnel but in some cases for other Agency personnel as well. They tend to be less well known than other training opportunities because of organizational compartmentation but in many instances offer distinct opportunities for enhancing the qualifications of officers whose careers sometimes require highly specialized knowledge and skills.

5. External Training: this category consists of Agency-sponsored training, full- and part-time, at non-Agency institutions and installations when in the judgment of Agency officials such training is needed but not available within the organization. Included in this category are academic programs, Federal institutes, management schools and programs, the senior service schools, and training activities conducted by military, commercial, and industrial facilities.

✓ 6. Foreign Language Training: these are programs conducted or arranged by the Office of Training on a full- or part-time basis, within or outside the Agency. Officers regularly assigned duties involving foreign language competence should achieve the career goals of speaking and reading at least one "world" language at the intermediate level or better and speaking and reading (with some exceptions) at least one "restricted" language at the intermediate level or better. The "world" languages are those which will be useful on several different assignments over a career, e.g., French, Spanish, German, Russian, and Chinese. A "restricted" language is one likely to be of value in one country or assignment.

The amount of study time required to reach the goals depends, of course, on a number of factors, including an individual's aptitude, language proficiency at EOD, opportunity for using the language, and its degree of difficulty.

The "world" language competence should be maintained at all times, although the "restricted" language capability does not necessarily have to be retained following completion of the assignment in which it was

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required. The Office of Personnel maintains responsibility for assuring that the Language Control Register is current, while the Office of Training has responsibility for conducting the foreign language testing program.

B. OTR Catalog of Courses

The concept and method of planning long-term training of personnel is given more comprehensive, as well as more detailed, explanation in OTR's "Catalog of Courses," which classifies and describes individual courses within the basic categories described above. This Catalog provides complete information about Agency training programs. It is revised whenever necessary to maintain currency. In addition, representatives of the Office of Training are available for consultation to assist career services in developing long-term training models for their personnel and in planning training packages for individual officers as well.

The intent of this concept, and of the services offered, is to enable the Agency to make maximum use of training resources and to relate training more systematically and precisely to both personal and organizational development.

Appendices: A - Profile of Courses

B.- The Core Program of Courses

ORGANIZATIONAL SUPPORT OF TRAINING

The projected implementation of the Personnel Development Program in combination with the OTR Profile of Courses presents the Agency with a unique opportunity for bringing its cumulative resources to bear on the question of organizational development. The effective implementation of the combined personnel and training plan depends without question upon whether or not it is reinforced by appropriate organizational authority and administrative mechanisms. Consequently, this paper discusses several significant aspects of this problem and recommends specific steps which the Office of Training believes are vital to the success of this entire undertaking.

A. Management Training for Executive Development

The Office of Training has taken a number of steps to strengthen and expand management training in the Agency. The Managerial Grid and the Fundamentals of Supervision and Management have been included in the core program of courses. Elements of management training, with particular emphasis on leadership principles and problem solving, have been incorporated in several other core courses. An intensive management training program, or leadership conference, for senior officers throughout the Agency is currently under development.

In addition, we believe there is merit in exploring the need for a management training course designed specifically for branch chiefs throughout the Agency. Recognizing the difficulty in developing a course pertinent to the operation of all branches in the Agency, and allowing for what is probably a wide disparity in the grade levels of "branch chiefs," there nevertheless is logic to the idea. The branch in many instances is the key organizational unit in terms of day-to-day operations in the Agency and is also, at least conjecturally, the level at which potential executives begin to emerge.

Recommendation: That the Board of Visitors make recommendations with respect to a branch chief management training course, including content, attendance, etc.

B. Training Sanctions and Executive Development

We reacted negatively to suggestions earlier that officers failing to meet stipulated training requirements be denied promotions to certain grades. In our judgment, such sanctions would penalize many individuals for circumstances beyond their control.

On the other hand, we do believe that officers should not be assigned to responsibilities for which they are not properly prepared. The potential executive, in particular, ought to be given systematic training in his managerial capabilities. There are a number of training opportunities for these officers, but at the very least they should be trained in both the principles of leadership and their general application.

Recommendation: That "first line" supervisors, i.e., officers in the GS-7/10 range, take the Managerial Grid (Phase I) and the Fundamentals of Supervision and Management preferably prior to and in no case later than six months after, assuming supervisory responsibilities. (Waivers would require ExDir approval.)

C. The Training Officer and the PDP

If training is to make significant contributions to personnel management and development, there needs to be increased realization throughout the Agency about training appropriate and available to achieve this goal. The new OTR Catalog should prove very helpful in this respect, but there are two supplemental considerations.

First, each Deputy Director should establish one or more training models or profiles appropriate to the long-term development of his personnel. OTR's Profile of Courses, as published in the Catalog, establishes a training model on an Agencywide basis, but the more specialized training needs of the several directorates must also be determined and projected. Consequently, we think OTR should work with individual and "grandfather" career services in developing specific training models to suit their purposes.

Second, continuing reliance on training as an instrument of personnel development requires that the Annual Personnel Plan become the focal point for planning training, as well as developmental assignments, for individual officers. Component training officers must be

involved fully in this effort. Unfortunately, many component training officers lack adequate knowledge both of their components' substantive work and of training opportunities, they have relatively junior status, function only part-time as training officers, and are regarded widely as processors of training requests. We believe the PDP should be an occasion for rectifying this condition.

Recommendations:

1. That a senior OTR officer, preferably from the Curriculum Council, and the Senior Training Officer of each Directorate be assigned to work within their areas of competence in developing career training models or profiles appropriate to their personnel.
2. That the Board of Visitors examine the role and influence of the component training officer in terms of grade level, membership on career service boards and panels, amount of time allocated to training responsibilities, and knowledge of both training opportunities and the component's substantive functions.

D. Training Requirements

In order for OTR to be able to plan appropriate training on a timely and scheduled basis for large numbers of employees, we have genuine need of a reasonably accurate forecast of training requirements. Our training projections for any given year generally reflect our operating experience in one or more past years.

Core courses should be scheduled one year in advance. Consequently, OTR needs reliable forecasting, backed by organizational discipline requiring individual officers to be made available for stipulated training on a planned basis. Without such forecasting, OTR cannot realistically plan the allocation of resources or adjustments in courses to meet organizational needs. For example, even though we have been advised to expect larger numbers of students in our core courses for FY 1974, we have at this point rather ill-defined contingency factors against which to plan.

Recommendation: That once the directorates have developed career training models for their personnel, nominations of specific individuals for particular courses become an integral part of the Annual Personnel Plan.